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ABSTRACT

This report presents selected 1996 educational and social statistics that provide information about the status of children in Nevada. State statistics are in some cases compared to national statistics. The first part presents facts about education in Nevada with regard to student characteristics, enrollment, racial and ethnic populations, high school graduates, student dropouts, early childhood development and kindergarten, class-size reduction, licensed school personnel, curriculum, and financial support. The second part contains related statistics on health and social issues, including children in poverty, child abuse and neglect, infant and child health care, youth injury and mortality, substance abuse, teen pregnancy, and juvenile delinquency. The final part lists the National Education Goals, the Nevada Education Goals, and Nevada's national rankings. A glossary is included. (Contains 59 references.) (LMI)

NEVADA'S CHILDREN 1996
SELECTED EDUCATIONAL
AND SOCIAL STATISTICS
NEVADA AND NATIONAL



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Compiled by
Mary P. Horner, Ed.S.

Nevada Department of Education

December 1, 1996

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NEVADA'S CHILDREN 1996: SELECTED EDUCATIONAL
AND SOCIAL STATISTICS, NEVADA AND NATIONAL

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NEVADA statistics are shown in **bold type**

FACTS ABOUT EDUCATION IN NEVADA

STUDENTS

The Children's Defense Fund reports these "Moments in America for Children":

Every 9 seconds	a child drops out of school.
Every 10 seconds	a child is reported abused or neglected.
Every 14 seconds	a child is arrested.
Every 25 seconds	a baby is born to an unmarried mother.
Every 32 seconds	a baby is born into poverty.
Every 34 seconds	a baby is born to a mother who is a high school dropout.
Every 1 minute	a baby is born to a teen mother.
Every 2 minutes	a baby is born at low birth weight.
Every 3 minutes	a baby whose mother received late or no prenatal care.
Every 4 minutes	a child is arrested for an alcohol-related offense.
Every 4 minutes	a child is arrested for a violent crime.
Every 4 minutes	a child is arrested for a drug offense.
Every 10 minutes	a baby is born at very low birth weight.
Every 15 minutes	a baby dies.
Every 2 hours	a child is killed by firearms.
Every 4 hours	a child commits suicide.
Every 7 hours	a child dies from abuse or neglect.

(Children Defense Fund, 1996).

Nevada's age 5-17 population was 17.4 percent of the total state population in 1993 (NEA, 1995).

ENROLLMENT

Nevada's public school enrollment was 265,041 students in 1995-96, a 5.7% increase over the previous year and a 25% increase, from 211,810, since 1991-92. (Includes: prekindergarten special education, kindergarten, elementary, secondary and ungraded special education) (Nevada Department of Education (NDE, 1996, 1995).

Nationally, enrollment has risen faster than the number of schools and the average school size has increased. Elementary school size has grown from an average of 401 students in 1983-84 to 468 in 1993-94. Nevada's average elementary school size was 540 in 1993-94. Nevada's average secondary school size (includes middle schools) was 780 in 1993-94, compared to 695 nationally (Digest of Education Statistics, 1995).

Public elementary/secondary enrollment increased 10% nationally, from 1985 to 1993, however, the elementary levels increased 17% while secondary enrollment declined by 3%. Nevada's enrollment increased 62% over the same time period (Digest of Education Statistics, 1995).

Nevada public school enrollment continues to grow annually at the fastest rate in the nation, at 6.3 % in 1994-95 (NEA, 1995).

Clark County School District had the 10th largest enrollment in the nation in 1993-94. Washoe County School District was 91st (Digest of Education Statistics, 1995).

Clark County School District had 166,788 students in 1995-96 (NDE, 1996).

In 1993-94 Clark had 145,327 students and 7189 teachers in 193 schools. There were 5338 graduates in 1993. Expenditures per pupil were \$4526 (National Center for Education Statistics-NCES, 1996-B).

Washoe County School District had 47,572 students in 1995-96 (NDE, 1996).

In 1993-94 Washoe had 43,715 students and 2289 teachers in 75 schools. There were 1739 graduates in 1993. Expenditures per pupil were \$4159 (NCES, 1996-B).

Special Education students in Nevada numbered 28,174 in 1995-96, a 41% increase since 1991 (NDE, 1996, 1992).

Gifted and Talented students identified in Nevada numbered 9424 in 1995-96, a 6% increase since 1991 (NDE, 1996, 1992).

Nevada private school enrollments numbered 11,982 in 1995-96, a 22% increase since 1991 (NDE, 1996, 1992).

Students enrolled per teacher in public elementary/secondary Nevada schools in 1994-95 was 18.9, (8th largest nationally) or 1.8 % above the mean (NEA, 1995).

From 1984 to 1994, total public school enrollment nationally rose 13 percent while private school enrollment decreased 2 percent. Public schools continue to enroll almost 9 out of 10 children (NCES, 1995-A).

Among school-age 14- to 19- year olds who lived in linguistically isolated households (i.e. households where English was not spoken or was spoken very poorly) were less likely to be enrolled in 1990 than other households (69% compared to 89%) (NCES, 1996-D).

Thirty percent of school-aged children of recent movers were not enrolled in school in 1990, compared to 20% of children who had not recently moved (NCES, 1996-D).

Of almost 16 million school-age 14-to 19-year olds, about 1.8 million were not enrolled in school in 1990. Of those not enrolled,

- 30% lived in families below the poverty level;
- 38.7% did not live in two-parent families;
- 21.4% lived in the central city of a large metropolitan area;
- 37% were Black or Hispanic.

(NCES, 1996-D).

RACIAL AND ETHNIC POPULATIONS

Hispanic student population comprises the largest minority and fastest growing minority in Nevada schools. In 1995-96, white students numbered 66.5%, Hispanic 17.3% (a 6% comparative increase since 1991-92), Black 9.8%, Asian/Pacific Islander 4.5%, and American Indian/Alaskan Native 1.9% (NDE, 1996, 1992).

Nationally, Hispanic student(s):

- are the fastest growing ethnic group in public schools.
- gaps in academic performance appear at age 9 and persist through age 17.
- dropout rates are declining for Hispanic high school students.
- dropout rates are strongly related to the length of time a Hispanic family has lived in the U.S. and are related to its country of origin.

In addition, compared to white students, Hispanic students:

- start elementary school with less preschool.
- who graduate are less likely to have taken advanced science and math.
- have similar college transition rates but are half as likely to finish four years of college.
- who complete college take a longer time.

(The Condition of Education, 1995).

- -Hispanic teens accounted for 22.8% of Nevada teen births for 10-19 year olds in 1992 (77.2% were non-Hispanic)
(Nevada Department of Human Resources, 1994).

Of 145,327 students in Clark County School District's 193 schools in 1993-94, whites numbered 65.1%, Hispanics 15.6%, blacks 13.8%, Asian/Pacific Islander 4.7%, American Indian/Alaskan native 0.8% (NCES, 1996-D).

Of 43,715 students in Washoe County School District's 75 schools in 1993-94, whites numbered 76.8%, Hispanics 13.1%, blacks 2.9%, Asian/Pacific Islander 4.5%, American Indian/Alaskan native 2.7% (NCES, 1996-D).

Among school-age 14- to 19- year olds, Hispanics were less likely than other groups to be enrolled in school (80% compared to 90% for whites, 86% for blacks) (NCES, 1996-D).

Fifty-five percent of all public schools collect data about students' race and ethnicity only when students initially register for school in the district. (17% collect data whenever students change schools and 25% collect data annually) (NCES-1996-C).

Twenty-two percent of public schools assign students to racial and ethnic classifications based on observation by teachers or administrators, but typically parents or guardians are asked to classify their children (NCES-1996-C).

Forty-one percent of public schools reported that there are students in their schools for whom the five standard federal categories are not accurately descriptive (NCES-1996-C).

HIGH SCHOOL GRADUATES

Nevada had 78 schools with 12th grade students in 1993-94. The 1992-93 graduation rate was 75% (NCES, 1995-D).

In 1992-93, Nevada enrolled 12,242 twelfth grade students (compared to 12,999 as ninth graders in 1989-90). There were 9,042 regular 1993 high school graduates, 722 other diploma recipients, 1423 high school equivalency recipients and 155 other high school completers (NCES, 1995-E).

Nationally, the percent of 1993 public school graduates who applied to college averaged 57% and ranged from a low of 35% in Nevada to a high of 71% in New York. Private school college application rates averaged 88% (NCES, 1995-D).

In 1993, 64 percent of recent high school graduates not enrolled in college were employed compared to 47 percent of recent dropouts.

STUDENT DROPOUTS

Three years of steady decline in Nevada's dropout rate have been followed by three years of dropout rate increases. The 12.5% increase in total number of dropouts in 1994-95 over 1993-94 exceeds the student population growth rate in Nevada high schools (Smith, 1996-B).

Nevada's dropout rate and the percent of teens not attending school and not working were both 12% in 1993, ranking both 45th nationally. (Annie E. Casey Foundation).

Nevada's overall dropout rate was 10% (6694 students) in 1994-95, an increase of 0.4% over the previous year. Dropouts included: 736 ninth graders (3.9%), 1148 tenth graders (6.5%), 1914 eleventh graders (12%) and 2896 twelfth graders (19.7%) (Smith, 1996-B).

Overall dropout rates for individual Nevada school districts varied 0.0% to 13.7%. Ten districts showed a lower dropout rate in 1994-95 than in the 1993-94 school year (Carson City, Churchill, Douglas, Elko, Eureka, Humboldt, Lander, Lyon, Pershing, and Washoe). Lincoln County's dropout rate remained unchanged (Smith, 1996-B).

More Nevada males (22.2%) than females (17%) dropped out in their senior year in 1994-95 (Smith, 1996-B).

Hispanic Nevadans had the highest dropout rate (16.4%) in 1994-95. Whites had the lowest dropout rate at 8.6%; American Indians/Alaskan Natives at 12.4%; blacks at 11.3%; and Asian/Pacific Islander at 8.8% (Smith, 1996-B).

Twelve percent (808) of Nevada dropouts were receiving special education services at the time of withdrawal from school in 1994 (Smith, 1996-B).

Nevada students were reported as dropouts in 1994 when they:

- were withdrawn by themselves or by the parents/guardians (44.4%)
- did not return to school from summer vacation (26.9%)
- were absent for 10 consecutive days with whereabouts unknown (17.2%)
- were withdrawn at the request of the school (10.2%)
- were incarcerated (1.3%) (Smith, 1996-B).

A recent Nevada survey of Superintendents and local school board trustees reported that the two major reasons students leave school before graduation were student perception of school as not relevant (21%) and failing classes (14%). Other reasons included drug/alcohol problem, absent 10 or more days, need or desire to work, too many credits required for graduation and others (NDE, 1996-A).

Nationally, between 1985 and 1993, there was a 9% decline in the share of 16- to 19-year-olds neither attending school nor working (from 11% in 1985 to 10% in 1993). However, since more teens are in school, among those who are not, the share who actually found jobs has declined (The Annie E. Casey Foundation, 1996).

EARLY CHILDHOOD DEVELOPMENT/KINDERGARTEN

Nationally, in 1994 about 46% of preprimary children (3-5 year olds) attended school all day, compared with 32 % in 1980 and 17% in 1970 (Digest of Education Statistics, 1995).

In 1993, 34% of all 3- to 4- year-olds were enrolled in preschool nationwide as compared to 17.7 % in 1973 (NCES, 1995-A).

In 1973, the enrollment rate in preschool for 3- to 4- year-olds from low income families was about 20 percentage points lower than the rate for those from high income families. By 1993, enrollment rates for 3- to 4- year-olds from both income groups had increased, however, the gap has widened to 28 points (NCES, 1995-A).

In 1993, 72% of all first-graders had previously attended center-based early childhood programs. While 73% of white and 76% of black first-graders participated in these programs, a smaller proportion of Hispanic first graders (57%) attended and for a shorter period of time (NCES, 1995-A).

A nationwide study of child care centers' infant/toddler rooms in 1993 found 51% had mediocre quality care, over 40% had poor quality care and less than 9% had developmentally appropriate care that met children's needs for health and safety protection, warm relationships and learning opportunities (Children's Defense Fund, 1996).

In 1995, Head Start served 752,000 three to five year old children, about 36% of those eligible. Family child care homes and child care centers accounted for 57% of children younger than five in care. (Children's Defense Fund, 1996).

In 1994, Nevada Head Start enrolled 1793 children (687 black, 559 white, 447 Hispanic, 33 Asian, 68 Native American (Children's Defense Fund, 1996).

In 1994, the Head Start child development program reported the following national statistics:

- The federal cost per child was \$4,345;
- There were 40,295 Head Start classrooms;
- 740,493 children were enrolled, an increase of 37% since 1990;
- 36% were Black, 33% White, 24% Hispanic, 4% American Indian, 3% Asian;
- 35% had annual family incomes less than \$9,000;
- 83% had annual family incomes less than \$12,000;

(The Center for the Future of Children, 1995).

In 1994, 57% of women with children younger than three were in the labor force (Children's Defense Fund, 1996).

CLASS SIZE REDUCTION

The Class Size Reduction Act of 1989 resulted in successful reductions of student to teacher ratios for grades 1 and 2 in Nevada, beginning in 1990. Full implementation is most often accomplished first in at-risk schools, with student to teacher ratios higher in other schools (Pollard and Snow, 1995).

For approximately 34% of second grade students, the class size ratio has been reduced through team teaching (Pollard and Snow, 1995).

No comprehensive evaluation of class size reduction in grades 1 and 2 has been taken. However, a statewide study concluded that class size has a small but significant effect on student performance in reading and mathematics (Pollard and Snow, 1995).

A statewide study of class size reduction found that special education status, ESL status, ethnicity, free lunch eligibility and class configuration accounted for more variance in test scores than did class size. At the same time, evidence shows increased numbers of special education students, ESL students and students eligible for free or reduced lunch (Pollard and Snow, 1995).

The state of Nevada does not fully fund the class size reduction program for the grades it covers. In addition, Nevada does not fund teacher and staff development which furnish methods and techniques pertinent to reduced class size and use of student assessment information in those classrooms (Pollard and Snow, 1995).

LICENSED SCHOOL PERSONNEL

Licensed (certificated) personnel employed by Nevada public school districts totaled 15,883 in 1995-96 including 1282 licensed personnel employed for the first time by Nevada school districts (NDE, 1996).

In 1993-94, total staff of Nevada public elementary and secondary school districts was 22,418. Staff consisted of:

- teachers: 12,579 (56.1% of total staff compared to 52.2% nationally)
- instructional aides: 1257 (5.6% compared to 9.4% nationally)
- instructional coordinators/supervisors: 87 (0.4% compared to 0.7% nationally)
- guidance counselors: 443 (2.0% compared to 1.7% nationally)
- librarians: 239 (1.1% compared to 1.1% nationally)
- other student support staff: 5275 (23.5% compared to 24.5% nationally)
- school administrators: 610 (2.7% compared to 2.5% nationally)
- school district administrators: 309 (1.4% compared to 1.0% nationally)
- administrative support staff: 1619 (7.2% compared to 7% nationally)

(NCES, 1995-E).

Nevada's student-teacher ratio for all grades in 1993-94 was 18.7 (NCES, 1995-E).

Hispanic students made up 17% of public school enrollment in 1995-96, yet only 3.8% of Hispanic licensed personnel were employed in Nevada's public schools.

Nevada licensed personnel and student percentages for ethnic population were:

	Licensed personnel		Students	
	1991-92	1995-96	1991-92	1995-96
White	89.4%	88.6%	74.3%	66.5%
Hispanic	3.0%	3.8%	11.3%	17.3%
Black	5.5%	5.0%	9.0%	9.8%
Asian/Pacific	1.0%	1.4%	3.5%	4.5%
American Indian	1.0%	1.3%	2.0%	1.9%

(NDE, 1996).

Nevada public school teachers' average salary of \$37,275 was above the national mean of \$36,874 in 1994-95 when the 9.25 percent employees' retirement contribution by local school districts was included (NEA, 1995).

Almost 20% of Nevada teachers have taught school more than twenty years. A full 34% taught 10-20 years, 34% taught 3-9 years and 12% taught less than 3 years (NCES, 1995-D).

The vast majority (89%) of school principals nationally reported in 1993-94 that they had a great deal of influence on decisions regarding school discipline policy, compared to 38% of teachers (NCES, 1996-E).

In 1993-94, nearly 40% of public school teachers and more than 50% of private school teachers said they certainly would become teachers again (NCES, 1996-E).

Some form of professional development activity was engaged in by 97% of all teachers nationwide in 1993-94 (NCES, 1996-E).

Women made up 73% of public school teachers and about 35% of public school principals nationwide in 1993-94 (Digest of Education Statistics, 1995).

Nearly half of all schools nationwide had no minority teachers in 1993-94, while 13% had at least 30% minority teachers (NCES, 1996-E).

Extended-day programs were offered in 30% of public schools and 48% of private elementary and combined schools in 1993-94 (NCES, 1996-E).

The numbers of vocational education teachers are declining, while the numbers of other teachers are increasing. College and university programs in vocational teacher education are being cut back, evidently in response to reduced demand. No present or likely future shortage of vocational education teachers is predicted (Boesel and others, 1994).

Librarians served an averaged of 931 students at public elementary schools and 1052 students at public secondary schools (Digest of Education Statistics, 1995).

A national survey of teachers reported that automatic promotion of students was the single largest cause of the disparities in student preparation and that teachers felt that better alternatives are needed than choosing between retention and automatic promotion (Hart, 1996).

A national survey of teachers reported the best ways to improve academic student performance is special help for students (91%), regular homework (86%), no automatic promotion (80%), and consistent grading system (72%) (Hart, 1996).

Nationally, 1987-88 to 1993-94 comparisons on schools and staffing reported:

- Average class sizes have declined;
- Students belonging to a minority racial-ethnic group increased from 28% to 32%;
- Teachers belonging to a minority racial-ethnic group increased from 12% to 13%;
- Prekindergarten and extended-day programs have doubled, to 30% of all public schools;
- In constant dollars, scheduled salaries declined for public school teachers and increased for private school teachers

(NCES, 1996-E).

TEACHER EDUCATION and PROFESSIONAL DEVELOPMENT

A statewide survey in 1995 reported that the number one professional development need expressed by 72% of Nevada educators involved learning ways to increase parental involvement in their children's education. Other priority needs included professional development in the following areas:

- Learning to use educational technology (67%);
- School to work transition for students (66% of middle/high school staff);
- Training in research-based instructional methodologies (65%);
- Career awareness (64% of middle/high school staff) especially for girls, minorities and disabled students;
- Training in school safety/violence prevention (63% middle school staff, 56% high school staff);

- Use of telecommunication networks to communicate with colleagues (60%);
- Developing business involvement in schools (60% of high school staff);
- Classroom management strategies (57%);
- Alternative types of assessment (56%);
- Learning styles/multiple intelligences (56%);
- Strategies for use of the inclusion model to adapt the classroom for special needs students (55% off elementary/middle school staff);
- Conflict resolution and/or peer mediation training (52%);
- Strategies for equity for all students regardless of gender, ethnicity or capability (51% of elementary/middle school staff);

(Soule, 1996).

Some form of professional development activity was engaged in by 97% of all teachers nationwide in 1993-94 (NCES, 1996-E).

Nevada applicants for initial teacher licensing must successfully complete The Praxis Series: Professional Assessments within two years from the date of employment which includes the Academic Skills Assessment, the Core Battery Test of Professional Knowledge and Subject Assessment or Specialty Area test in the appropriate content area (NDE, 1996-B).

An advanced degree, beyond the bachelor, was held by one in three licensed personnel employed by Nevada school districts in 1995-96 (NDE, 1996).

All states require supervised teaching experience for certification. Twenty-five states require credits (6-12 credits), Nevada requires 8 supervised teaching credits. Twenty-six states require 8-12 weeks of supervised teaching. Nine states require clock hours, which range from a low of 120 hours in Nevada to 400 hours in Colorado (Blank and others, 1995). Note: The 120 clock hours of supervised teaching, which equals eight semester credits, is set by the University of Nevada and accepted by the Nevada Department of Education.

At least 31 states have separate certification for teaching in middle schools or junior high. (Nevada middle school teachers are certified under elementary or secondary licensing) (Blank and others, 1995).

Nevada has very few teachers teaching math or science without proper certification. However, Nevada is one of 23 states that do not require a major in science or mathematics for certification to teach those areas at the middle or secondary level (Blank and others, 1995).

Only 34% of Nevada secondary teachers with primary assignment in science courses had college degrees in the science area or in science education, compared with 69% nationally. In similar statistics for mathematics, Nevada's percentage was 57% compared to 61% nationally (Smith, 1996).

In Nevada, a teacher may get a minor area certification to teach a class, e.g., mathematics, with 16 college credits (This was the lowest credit requirement among 36 states reviewed). This requirement will be raised in the near future to 24 credits in a minor area (Smith, 1996).

Nevada is one of 42 states which require written tests for teacher certification. Ten states require performance assessment and 24 states have plans for performance assessment (Blank and others, 1995).

Nevada is one of 43 states which require professional development for recertification. Nevada requires 6 semester credits every 5 years in upper division or graduate levels (Blank and others, 1995).

Secondary vocational teachers tend to have less formal education than other teachers, but they have more related occupational experience and credentials (Boesel and others, 1994).

SCHOOL ADMINISTRATORS

Master's Degrees were held by 69.8% of Nevada public school principals (14.5% education specialist degrees, 13.9% doctorate degrees in 1993-94) (NCES, 1995-D).

Nevada public school principals earned an average salary of \$60,667 in 1993-94 and worked between ten and twelve months. Prior experiences of Nevada public school principals in 1993-94 included the following positions:

- teacher (97.8%);
- assistant principal or program director (69.1%);
- athletic coach (32.6%);
- department head (24.4%);
- curriculum specialist or coordinator (23.5%);
- guidance counselor (12.7%);
- library media specialist/librarian (0.0%) (NCES, 1995-D).

CURRICULUM

Programs for the gifted and talented were offered in 71.4% of Nevada public and private schools, with 4.8% participation, in 1993-94 (NCES, 1995-D).

Extended day/before and/or after school day care programs were offered in 43.7% of Nevada public and private schools, with 2.8% participation, in 1993-94 (NCES, 1995-D).

English as a second language was offered in 67% of Nevada public and private schools, with 5.4% participation, in 1993-94 (NCES, 1995-D).

GRADUATION CREDIT REQUIREMENTS

Nevada requires 22.5 credits for high school graduation compared to an average of 20 credits nationally. Some states, including California, set state requirements for core subjects and allow local districts to set the total for graduation (Blank and others, 1995).

**Nevada and 25 other states require two Math credits (18 states require 2.5-3.)
Nevada and 29 other states require two Science credits. (12 states require 2.5-3.)
Nevada and 37 other states require four English credits. (7 states require 3.)
Nevada requires 2 Social Studies credits (30 other states require 2.5-4.)
(Blank and others, 1995).**

Since 1980, at least 47 states have increased the number of course credits required for graduation in mathematics and 43 states have increased the number of science credits (Blank and others, 1995).

Nevada requires 2.5 credits in Physical Education/Health (Blank and others, 1995).

Nevada is one of 22 states that require at least partial credit in the arts and/or other area for graduation and is one of 9 states that require at least partial credit in computer literacy (Blank and others, 1995).

As a result of increased academic course loads for graduation, the proportion of students completing the recommendations of the National Commission of Excellence (4 units of English, 3 units of social studies, 3 units of science, 3 units of math and .5 units of computer science) rose from 2.7% in 1982 to 29.2% in 1992 (Digest of Education Statistics, 1995).

READING AND WRITING

Remedial reading services were offered in 78% of Nevada's public and private schools, with 9.6% participation, in 1993-94 (NCES, 1995-D).

Reading proficiency has improved for 13- and 17-year olds since 1971 (Digest of Education Statistics, 1995).

Writing proficiency was essentially unchanged between 1984 and 1992 except for writing improvement at grade 8 (Digest of Education Statistics, 1995).

A comprehensive and extensive study of variables affecting reading comprehension by the US Department of Education reported the following:

- American students scored well, compared to 18 other developed countries.
- American fourth graders outperformed students from all other countries studied except Finland and Sweden.
- Children from two-parent unblended families scored highest, followed by one-parent unblended and then children of blended families or other arrangements.
- The gap between reading comprehension levels of blacks and whites is statistically significant.
- Children from the poorest quarter of families have significantly lower reading comprehension levels.
- Reading comprehension levels of students from college educated families are significantly higher than students from the least educated families.
- Females do better than males in reading comprehension tasks in proportion to the verbal/narrative content of the tasks. The less verbal/narrative content and greater document comprehension, the less difference is found between males and females.
- Class size, the proportion of students needing and receiving remedial help, availability of textbooks, and degree of instruction time are variables that affect reading comprehension.
- Each hour of reported home TV watching reduces the average reading comprehension score.

(US Department of Education, National Center for Education Statistics, 1994).

MATHEMATICS

The amount of class time Nevada's elementary students spent on math compared well with the national average in 1993-94 (Smith, 1996-A).

Remedial math was offered in 42.5% of Nevada public and private schools, with 4% participation, in 1993-94 (NCES, 1995-D).

Nevada fourth and eighth grade students scored higher than national norms on mathematics competency tests in 1993-94 (Smith, 1996-A).

Among Nevada's middle school students, 37% of eighth graders and 23% of seventh graders were enrolled in enriched or accelerated math classes compared to 31% of eighth graders and 15% of seventh graders nationally in 1993-94 (Smith, 1996-A).

Among Nevada's high school students, 31% took upper level (beyond algebra 1) formal mathematics compared to 39% nationally in 1993-94 (Smith, 1996-A).

Nevada female enrollment percentages, in proportion to male enrollment, increased in trigonometry from 44% to 50%; in calculus from 36% to 43% (Smith, 1996-A).

Three percent of Nevada high school seniors took the advanced (AP) exam in calculus with 70% reaching a qualified score. Both numbers are increases. Nationally, 4% took the exam and 68% reached a qualified score in 1993-94 (Smith, 1996-A).

Nationally, the average proficiency in math increased significantly between 1982 and 1992 for all three levels (ages 9,13 and 17) assessed while science proficiencies were mixed (Digest of Education Statistics, 1995).

The average number of science and mathematics courses completed by public high school graduates have increased substantially over the past ten years (Digest of Education Statistics, 1995).

Mathematics SAT scores increased by 8 points, while verbal scores fell by 3 points between 1983-84 and 1993-94. Combined math and verbal scores rose only 6 points for white students compared with 25 points for black students and 34 points for Asian American students (Digest of Education Statistics, 1995).

SCIENCE

Class time in Nevada spent on science in grades 1-3 increased to 2.3 hours per week in 1991-92 which is still lower than the national average of 2.6 hours (Smith, 1996-A).

Only 64% of Nevada seventh and eighth graders were enrolled in science courses, compared to 79% nationally in 1993-94 (Smith, 1996-A).

Among Nevada's high school students, only 73% were enrolled in science courses, compared to 80% nationally in 1993-94 (Smith, 1996-A).

Twenty-three percent of Nevada high school students were enrolled in upper level (beyond biology 1) science courses, compared to 26% nationally in 1993-94 (Smith, 1996-A).

More Nevada females than males were enrolled in biology and chemistry 1 courses in 1993-94. Female enrollment in proportion to males rose from 40% to 44% in physics 1 and from near zero to 18% in physics 2 over two years (Smith, 1996-A).

Three percent of Nevada high school seniors took the AP science exam with 55% reaching a qualified score. Both numbers are increases. Nationally, 5% took the exam and 64% reached a qualified score in 1993-94 (Smith, 1996-A).

The average number of science and mathematics courses completed by public high school graduates have increased substantially over the past ten years (Digest of Education Statistics, 1995).

Average proficiency in science between 1982 and 1992 was mixed among differing age groups, although White student proficiencies remained significantly higher than those of Black and Hispanic students (Digest of Education Statistics, 1995).

Outdoor field schools are being piloted in Nevada to increase students' understanding of and experiences with Nevada ecosystems and environment (Washoe County School District Outdoor Education, 1996).

OCCUPATIONAL (VOCATIONAL) EDUCATION

Vocational/Technical programs were offered in 10.9% of Nevada's public and private schools in 1993-94 (NCES, 1995-D).

Nationally, almost every high school student earns at least some credits in vocational education courses, but only one in four graduates as a vocational student (Boesel and others, 1994).

Vocational enrollments have been declining since the early 1980's being most pronounced in business and trades courses. Rural areas and the South show less decline (Boesel and others, 1994).

Special population students (disabled, disadvantaged, and LEP) have less access to vocational schools than do other students, yet earn more credits in vocational education and are over represented in vocational schools (Boesel and others, 1994).

Vocational students take fewer academic courses than those preparing for college and about the same as general track students. Vocational students show greatest deficits in math and science (Boesel and others, 1994).

Vocational students who derive the greatest benefits early in their careers are those who take many vocational courses in a coherent program of study and find jobs that utilize their training. Economic outcomes for women with vocational credentials surpass those for men (Boesel and others, 1994).

The average number of courses in vocational-technical areas completed by high school graduates dropped from 4.6 units in 1982 to 3.8 units in 1992 (Digest of Education Statistics, 1995).

Sixty percent of employers responding to a national survey were familiar with vocational programs in their areas, with over half directly involved in some way. The great majority of the sixty percent viewed vocational education programs and work experience programs as valuable and successful (Boesel and others, 1994).

ARTS EDUCATION

Note: Nevada does not collect current statewide data on its arts education programs in elementary or secondary schools.

Nationally, music is offered in 97% of public elementary schools. Certified music specialists teach music in almost three fourths of elementary schools that offer music (National Center for Education Statistics (NCES, 1995-C).

Visual arts is offered in 85% of public elementary schools. Certified visual arts specialists provide instruction in only 43% of these schools. Visual arts is taught solely by classroom teachers in 53% of elementary schools in the West, but only 7% of the schools in the Northeast (NCES, 1995-C).

Dance instruction is offered in 43% of public elementary schools. Only 7% of schools enlist dance specialists to teach dance; otherwise, dance is taught by physical education teachers (NCES, 1995-C).

Drama/Theater is taught by specialists in 8% of public elementary schools, yet 56% of elementary schools report that teachers use dramatic activities to teach other subjects (NCES, 1995-C).

Public secondary schools offer separate instruction in the arts as follows:

Music	94%	Dance	13%
Visual Arts	89%	Creative Writing	47%
Drama/Theater	54%		

(NCES, 1995-C).

Thirty-nine percent of all public schools reported that their districts require credits specifically in the arts for graduation. Another 22% require credit in the arts as an option within a specified group of courses, such as arts or foreign language or computer science (NCES, 1995-C).

Most public schools that offer separate instruction in the arts have curriculum guidelines. However, only one-third of schools reported that their schools had arts coordinators or curriculum specialists (NCES, 1995-C).

Slightly more than one-third of public elementary and secondary schools have had artists-in-residence during the past five years. These artists contributed to schools' arts programs primarily through providing knowledge about art forms to students through exhibition or instruction (NCES, 1995-C).

PHYSICAL EDUCATION

Note: Nevada does not collect current statewide data on its physical education programs in elementary or secondary schools.

Nevada interscholastic league alignment for 1996-97 included 78 high schools, with 19 schools in A League (0-165 students), 10 schools in AA League (166-375 students), 18 schools in AAA League (376-900 students) and 29 schools in AAAA League (901 and above students). The Nevada Interscholastic Activities Association sponsors 59 divisional, zone and statewide tournaments (Nevada Interscholastic Activities Association, 1996).

Nevada high school students who participated in interscholastic (not intramural or club) athletics in 1995-96 included the following:

	<u>SCHOOLS/MALES</u>		<u>SCHOOLS/FEMALES</u>	
Baseball	62	2009	0	0
Basketball	73	2226	71	1879
Bowling	15	225	15	195
Cross Country	53	599	50	460
Football-11 man	52	4545	0	0
Football- 9 man	15	390	0	0
Golf	49	750	43	291
Riflery	7	45	7	17
Skiing-Alpine	14	300	14	284
Soccer	37	1423	28	934
Softball-Fast pitch	0	0	60	1977
Swimming/Diving	32	411	32	805
Tennis	32	287	32	442
Track and Field	70	2480	65	1656
Volleyball	16	672	71	2106
Water Polo	7	51	7	35
Wrestling	60	1430	0	0

(Nevada Interscholastic Activities Association, 1996).

The 1995 Nevada Youth Risk Behavior Survey of high school students reported the following physical education activities:

- 60% attended physical education classes (PE) at least three times in an average school week and 47% went to PE daily;
- during PE class, 49% exercised or played sports for more than 20 minutes;
- 70% participated in at least 20 minutes of aerobic activity on three or more days during the week prior to the survey;
- 55% did stretching exercises and 57% did exercises to strengthen or tone their muscles on three or more days during the week prior to the survey;
- Less than half (41%) either walked or bicycled for at least 30 minutes on three or more days during the week prior to the survey. (NDE, 1996)

A 1994-95 statewide survey to assess Title IX compliance in Nevada schools found gender equity compliance in high school athletic programs for 51 schools surveyed (Nevada Interscholastic Activities Association, 1995).

SPECIAL EDUCATION

Special Education students in Nevada numbered 28,174 in 1995-96, up from 19,957 in 1991-92; an increase of 8217 students in five years (NDE, 1996).

Over half (16,086) of Special Education students in Nevada were identified as Learning Disabled in 1995-96 (NDE, 1996).

Programs for the handicapped were offered in 84.6% of Nevada public and private schools, with 5.9% participation, in 1993-94 (NCES, 1995-D).

In 1993, students with disabilities receiving services in federal programs equaled nearly 12 percent of all students enrolled in grades K-12 (NCES, 1995-A).

The percentage of disabled students identified as having learning disabilities rose 24 percentage points (from 22 to 46 percent) between 1977 and 1993, while the proportion identified as mentally retarded or with speech or language impairments each fell 16 percentage points (from 16 to 10 percent and from 35 to 19 percent of the total, respectively) (NCES, 1995-A).

Public school students were more likely than private school students to have available to them certain programs for students with special needs, such as the handicapped, gifted and talented, and English as a second language in 1993-94 (NCES, 1995-A).

Special population students (disabled, disadvantaged, and LEP) have less access to vocational schools than do other students, yet earn more credits in vocational education than do other students and are over represented in vocational schools (Boesel and others, 1994).

At grades 4 and 8, participation of special needs students in the Nevada Proficiency Examination Program is determined by guidelines from the publisher of the norm-referenced tests and by the student's Individual Educational Plan (IEP) committee (Bond and others 1995).

All Nevada students, regardless of status, must pass the high school proficiency examinations in order to earn a standard high school diploma. Specified testing accommodations may be allowed for students whose educational programs are governed by an IEP. Students of limited English proficiency may be given up to twice as much time to complete the examinations as is given regular students (Bond and others 1995).

COMPUTERS/TELECOMMUNICATIONS

The Statewide Management of Automated Transfer (SMART) System is being piloted in Nevada (Churchill, Clark, Eiko, Lincoln, Pershing, and Washoe counties) to manage and electronically exchange student data, to provide improved educational accountability to policymakers and the public, and to provide communications and network technology for Nevada school districts and students (Quon, 1995).

Only 16.5% of Nevada public and private school teachers and administrators surveyed in Fall, 1995, currently used telecommunication networks to communicate to fellow educators, but more than 60% were interested in learning how to use those networks to communicate to fellow educators (Soule, 1996).

Nationally, the total computer usage rate of students at school increased from 17% in 1984 to 59% in 1993 (elementary: 69% increase, secondary: 58% increase, college: 55% increase) (Digest of Education Statistics, 1995).

About 25% of elementary school children used computers at home in 1993, with about 11% using them for schoolwork. Secondary students were twice as likely as elementary students to use home computers for schoolwork (Digest of Education Statistics, 1995).

About 13% of secondary students in the \$25,000-\$29,000 household income group used computers at home for school work compared to 45% in the \$75,000 and over income group (Digest of Education Statistics, 1995).

Nationally, 50% of public schools had access to the Internet in 1995, up from 35% in just one year. Larger schools, secondary schools and schools with low numbers of students in poverty were more likely to link to the Internet (National Center for Education Statistics (NCES, 1996).

Barriers cited to acquiring or using advanced telecommunications in public schools included funding not specifically allocated for telecommunications and few access points for connections within the school buildings (NCES 1996).

Nationally, 85% of public schools had access to some kind of computer network in 1995; 77% had local area network connections (NCES, 1996).

The percentage of students using a computer at school more than doubled in less than ten years, from 29% in 1984 to 59% in 1993. The percentage of students using a computer at home also more than doubled, from 12% in 1984 to 28% in 1993 (NCES, 1995-A).

Elementary and secondary teachers were less likely to use computers than persons employed in other managerial professional fields (Digest of Education Statistics, 1995).

In 1993, about 46% of all workers used computers on the job. This included 71% with master's degrees, 34% of high school graduates and 10% of high school dropouts. (Digest of Education Statistics, 1995).

ASSESSMENT

Nationally, in 1994-95 school year, 45 of the 50 states conducted some form of statewide multiple choice assessment, testing at least 13.8 million or 36 percent of K-12 students (Bond and others, 1996). Note: This statistic does not include local assessments or non-multiple choice assessments such as writing samples, performance testing or portfolio assessment.

All statewide multiple choice assessments in 1994-95 tested mathematics while the majority of states also assessed language arts, writing, science and social studies. Subjects such as music, foreign languages, health, vocational education, visual arts and physical education are assessed by fewer than five states apiece (Bond and others, 1996).

Approximately one-third of the states with assessment programs, **including Nevada**, require students to pass an exam to graduate from high school (Bond and Braskamp, 1996).

Nationally, states are most likely to assess students in grades 4, 8, and 11. The six most common purposes the 45 states cite for assessing student performance are: improving instruction/curriculum (44), program evaluation (39), school performance reporting (35), student diagnosis of placement (27), high school graduation (17), and school accreditation (12). Approximately three fourths of the states listed three to nine purposes. (Bond and Braskamp, 1996).

Average proficiency in science between 1982 and 1992 was mixed among differing age groups, although white student proficiencies remained significantly higher than those of black and Hispanic students (Digest of Education Statistics, 1995).

Gender gaps favoring female students in reading and writing achievement and males in science were essentially the same in 1992 as in 1971 (Digest of Education Statistics, 1995).

Significant racial/ethnic gaps continue to exist in student achievement. Trends toward some narrowing of the gap have stalled since 1988 (Digest of Education Statistics, 1995).

Nevada has no requirements for districts or schools to operate their own assessment programs. However, Clark, Douglas, and Washoe counties have multifaceted districtwide assessment programs in addition to statewide assessments that support local curricula and educational goals (Klein, 1994).

Nevada's school districts spend in excess of 1.34 million dollars annually on testing and assessment activities, of which approximately 27% of those expenditures are in support of the Nevada Proficiency Examination Program (Klein, 1994).

All Nevada school districts administered at least the following two norm-referenced tests in 1995-96:

1. High School Proficiency Examination in Reading, Mathematics and writing in grades 11 and 12.
2. Comprehensive Test of Basic Skills (CTBS/4) in grades 4 and 8.

In addition, all Nevada school districts administered at least the following two criterion-referenced tests in 1995-96:

1. Nevada Writing Proficiency Examination in grade 8.
2. Language Assessment Scale (LAS) as an alternative to CTBS/4 for Limited English Proficient Students (Klein, 1996).

Note: The CTBS/4 has been replaced by the newer norm-referenced standardized test, the TerraNova, beginning Fall, 1996.

Nevada is one of twelve (of 40 responding) states that do not permit the use of calculators in statewide math or science assessment (Bond and others, 1995).

The amount spent from district budgets in support of the Nevada Proficiency Examination Program exceeded the FY 95 state appropriation (\$245,674) by almost 50% (Klein, 1994).

Nationally, over the past four years, most states have revised their state assessment standards or are in the process of doing so. Tensions that exist when assessment is used for both school or student accountability and instructional improvement continue to cause difficulty for those who design and implement these programs. (Bond and Braskamp, 1996).

Three percent of Nevada high school seniors took the advanced (AP) exam in calculus with 70% reaching a qualified score. Both numbers are increases. Nationally, 4% took the exam and 68% reached a qualified score in 1993-94 (Smith, 1996-A).

Three percent of Nevada high school seniors took the AP science exam with 55% reaching a qualified score. Both numbers are increases. Nationally, 5% took the exam and 64% reached a qualified score in 1993-94 (Smith, 1996-A).

Nevada's High School Proficiency Examination Program, its norm-referenced testing and the Writing Proficiency Examination in grade 8 all are used for student diagnosis or placement, instructional purposes and school accountability in reporting school performance. In addition, the High School Proficiency Examination Program is used for student accountability as a requirement for high school graduation (Bond and others, 1995).

Of 12,047 high school juniors taking the Nevada High School Proficiency Examinations, 86% passed the mathematics section in 1993-94 (Smith, 1996-A).

Comprehensive accountability reports for 332 schools and all 17 Nevada school districts were provided the public in 1992-93. Particular effectiveness was found in the following areas:

- in-school programs and school readiness preschool programs that target low socioeconomic children and children with English as a second language;
- programs to improve student attendance rates;
- programs to encourage parental attendance at school conferences and involvement in their children's education;
- programs to encourage teachers to continue their own academic achievement;

- programs that encourage student involvement in gifted/talented and advanced placement programs (Sturm, 1995).

SCHOLASTIC APTITUDE TEST (SAT) and ACT TEST

The Scholastic Aptitude Test (SAT) is the nation's leading college admission test, measuring verbal and mathematical abilities. In 1996, 3770 (out of 14,143) Nevada high school seniors took the test, an increase of 316 students over the previous year. Of the 3770 test takers, 1689 were males and 2,081 were females. Nationally, in every state except Missouri, more females than males took the SAT (NDE, 1996-D,E).

Nevada students taking the SAT in 1996 scored near the national average. Nevadans averaged a 508 mean verbal score and 507 mean mathematics abilities score compared to national scores of 505 and 508 respectively (NDE, 1996-D).

Intended college majors by Nevada seniors who took the SAT in 1996 included the following preferred majors:

	Males	Females
Arts: Visual & Performing	103	146
Biological & Life Sciences	82	117
Business & Commerce	197	231
Education	67	238
Engineering	263	62
Health & Allied Services	238	486
Social Studies & History	117	246

(NDE, 1996-E).

Nationally, mathematics SAT scores increased by 8 points, while verbal scores fell by 3 points between 1983-84 and 1993-94. Combined math and verbal scores rose only 6 points for white students compared with 25 points for black students and 34 points for Asian American students (Digest of Education Statistics, 1995).

ACT Assessment scores English, Mathematics, Reading, Science Reasoning, and Composite. ACT research indicates that students who prepare academically by taking a core high school program (4+ years of English, 3+ years each of mathematics, social studies, and natural sciences) consistently scored higher on the ACT Assessment than those who do not and they also earned better grades in college (ACT, 1996).

In 1996, Nevada high school graduating seniors who took the ACT as juniors or seniors compared well with national scores for those students who took a core high school program (22.0 composite scores for both). Nevada seniors surpassed national scores for those students who took less than a core high school program (19.6 composite score for Nevada compared to 19.2 nationally) (ACT, 1996).

Intended college majors by Nevada seniors who took the ACT in 1996 included the following preferred majors:

	Males		Females	
	NV	Natl	NV	Natl
Business	13%	14%	11%	12%
Computer/Information	3%	4%	1%	1%
Education	6%	5%	14%	12%
Engineering	18%	17%	3%	3%
Health Professions	15%	13%	26%	27%

(ACT, 1996).

Clark County School District had 2428 high school juniors and seniors who took the ACT Assessment in 1996, compared to 2361 in 1994 and 2282 in 1992. Composite scores were 21.1 in 1996, 21.2 in 1994 and 21.0 in 1992 (ACT, 1996).

Washoe County School District had 876 high school juniors and seniors who took the ACT Assessment in 1996, compared to 906 in 1994 and 855 in 1992. Composite scores were 21.6 in 1996, 21.4 in 1994 and 21.5 in 1992 (ACT, 1996).

Elko County School District had 217 high school juniors and seniors who took the ACT Assessment in 1996, compared to 192 in 1994 and 177 in 1992. Composite scores were 20.8 in 1996, 21.0 in 1994 and 20.7 in 1992 (ACT, 1996).

Douglas County School District had 148 high school juniors and seniors who took the ACT Assessment in 1996, compared to 166 in 1994 and 120 in 1992. Composite scores were 22.3 in 1996, 22.1 in 1994 and 21.6 in 1992 (ACT, 1996).

FINANCIAL SUPPORT

Nevada citizens ranked 9th highest nationally in per capita income in 1993 yet Nevada ranked 35th in expenditures for public elementary and secondary schools for 1993-94 (NEA, 1995).

Nationally, expenditures per student in public schools has risen significantly in the past ten years. In 1994-95, the estimated expenditure per student in average daily attendance was \$6084. After adjustment for inflation, this represents an increase of 23% since 1984-85 (Digest of Education Statistics, 1995).

Nevada ranked 36th nationally in public school expenditures per student at \$5257 in 1994-95, down from \$5379 the previous year, when it ranked 32nd (NEA, 1995).

In 1994-95, 61.4 percent of Nevada's revenue for public elementary and secondary schools came from local governments, ranking 5th nationally. State government supplied 33.7 percent, ranking 45th nationally, and the federal government supplied 4.9 percent, ranking 44th (NEA, 1995).

Nationally the local share of school funding was about the same as the proportion from state governments between 1988-9 and 1992-3 (Digest of Education Statistics, 1995).

Federal funding for education increased 36% from 1985 to 1995 after a 15% decrease between 1980-1985 (Digest of Education Statistics, 1995).

Federal program funds for elementary and secondary education was estimated at \$35.3 billion for FY95 (Digest of Education Statistics, 1995).

Of \$73.8 billion federal funds for education in FY95, the Department of Education received 44.6%, Department of Health and Human Services 17.2% and the Department of Agriculture, 12.3% (Digest of Education Statistics, 1995).

Of \$32.9 billion US Department of Education funds in FY95, local school districts received 36.3% (about \$12 billion), higher education 15.2%, college students 14.8% and State education agencies 12.6% (Digest of Education Statistics, 1995).

US Department of Education funds for elementary and secondary education in FY95 was estimated at \$9.6 billion, an increase of 28% since 1990. Funds for the handicapped increased by about 75% to \$6.1 billion and funds for vocational and adult education increased 41% to \$1.6 billion (Digest of Education Statistics, 1995).

Thirty-three percent of public elementary (39%) and secondary (22%) school students received publicly funded free or reduced-priced lunches in FY95. Children in urban areas (16%) and rural areas (14%) were more likely to receive services than those in suburban areas (10%) (Digest of Education Statistics, 1995).

The Nevada School Lunch and Breakfast Programs cost \$39,146,319 to operate in the 1994-95 school year. Average prices charged were \$1.59 for lunch and \$.80 for breakfast (Nevada Department of Education, 1996-C).

Of 42,145 school lunches served daily, 47.1% were paid by students, 9.5% were reduced in price and 43.4% were free. Of 3,747 school breakfasts served daily, 17.1% were paid by students, 7.8% were reduced in price and 75.1% were free (Nevada Department of Education, 1996-C)

About 13% of all elementary and secondary school students in 1993-94 received federally funded Title I services. Title I is designed to break the link between family poverty and low student achievement, particularly for children in schools with high concentrations of poverty (Digest of Education Statistics, 1995). In 1993-94, 139 Nevada schools (38.1%) offered Title I services to 11,667 students (5%) (NCES, 1995-D).

RELATED STATISTICS ON HEALTH/SOCIAL ISSUES

CHILDREN IN POVERTY

The US poverty rate is among the highest in the developed world.

In 1994 the poverty standard for an American family of three was \$11,821.

In 1974, 15.4% or 10.2 million American children lived below the poverty line.

In 1994, 22% or over 15 million American children lived below the poverty line.

Poor children are more likely to:

- be sick and underweight as toddlers;
- drop out of high school;
- become teen parents;
- fall behind as grade school students;
- be a victim or a perpetrator of crime.

Poor children are less likely to:

- be ready for kindergarten;
- become economically successful as adults..

(The Annie E. Casey Foundation, 1996).

More than a third of America's children living in poverty belong to families where at least one parent works all year (50+ weeks). Findings among America's working-poor in 1994 include the following:

- Their median income was \$9,600, compared to \$6,700 for a AFDC families.
- Working-poor children went without health insurance (27%) at a much higher rate than any other group of children. They were frequently ineligible for Medicaid.
- Half of the 5.6 million working-poor children lived in married, two-parent households where at least one parent worked all year.
- Most of the working-poor children were born to women over age 25.
- 40% of working-poor parents were high school dropouts.
- 35% had no education or specialized training beyond high school..
- Working-poor children lacked sufficient parental time.
- The average working-poor parent that pays for its own child-care spent more than a fifth (21%) of their limited monthly income on child-care, compared to 7% for non-poor families, and for child-care of lower quality and less benefit. Federally supported Head Start programs, along with federal, state and local subsidies, eased the burden for some.
- The Earned Income Tax Credit has lifted 1.7 million children out of poverty.

(The Annie E. Casey Foundation, 1996).

Thirteen percent of Nevada's children lived in poverty in 1994 (Nevada Department of Human Resources, 1995-A).

Nevada ranked 48th nationally in the percent (20.2% or 68,218 estimated) of uninsured children 18 years and younger from 1991-93 (Children's Defense Fund, 1996).

In 1993, 19% of Nevada's children were without health insurance, compared to 13% nationally. Nationally, more than a third of Hispanics and one-fifth of blacks did not have health insurance in 1994 (The Annie E. Casey Foundation, 1996).

Over 28,000 Nevada children (and 11,000 adults) received Aid to Families with Dependent Children (AFDC) monthly in FY96. Over 16,000 Nevada children under age 6 received services from the Child Health Assurance Program (CHAP). Both programs provide Medicaid coverage. Another 5,850 children received monthly medical assistance only (Nevada Department of Human Resources-NDHR, 1996-B).

Over 44,000 Nevada children (and 51,000 adults) received food stamps in June, 1996. Of those, 21,641 were children age 5 and under and 16,449 were elementary school-age children age 6 through 12. (NDHR, 1996-B).

Child support enforcement for FY 94 ranked Nevada 26th nationally in the percent of cases with collection (19.4%, or 15,113 cases with collection of 77,992 total cases) (Children's Defense Fund, 1996).

In January, 1995, there were 53 separate Health Professional Shortage Areas in Nevada (Nevada Department of Human Resources, 1995).

About 13% of all elementary and secondary school students in 1993-94 received federally funded Title I services. Title I is designed to break the link between family poverty and low student achievement, particularly for children in schools with high concentrations of poverty (Digest of Education Statistics, 1995).

In 1993-94, 139 Nevada schools (38.1%) offered Title I services to 11,667 low income students (5%) (NCES, 1995-D).

In 1996, Nevada ranked 46th nationally for Fair Market Rent vs. The Minimum Wage. The lowest monthly rent of \$618 was 87.2% of the minimum wage of \$4.25 (Children's Defense Fund, 1996).

Nationally, the share of families headed by a single parent has increased from 22% in 1985 to 26% in 1993. (The Annie E. Casey Foundation, 1996).

Since the early 1970s, the median real earnings of young men with no schooling beyond high school have fallen 30%. Women's real earning have fallen 20% (The Annie E. Casey Foundation, 1996).

Government assistance reduces child poverty by 17% in the U.S. The US tied for last place when ranked with sixteen other developed countries. In eleven of those countries more than half of the children in poverty, based on pre-assistance income, were lifted out of poverty by government assistance (The Annie E. Casey Foundation, 1996).

HOMELESS CHILDREN

In response to the Stewart B. McKinney Homeless Assistance Act and Amendments, which mandated removal of barriers to homeless children's access to education, all Nevada public schools have homeless advocates who coordinate services for homeless students. Four Nevada school districts (Carson, Clark, Elko and Washoe) have district-wide programs for homeless students. In addition, six individual schools have received Stewart B. McKinney grants in 1996 to fund special programs for the homeless at those sites (Homeless Youth Education Office, 1996).

Families and children are the fastest growing homeless groups in America.

Statistics of children from homeless families report the following:

- 98% live in female-headed households;
- 90% receive no financial support from their absent fathers;
- 68% have mothers who did not graduate from high school;
- 61% have parents who have a history of abusing drugs or alcohol;
- 56% have never known their own homes;
- 42% have been homeless more than once;
- 41% have or have had open cases for child abuse or neglect with child welfare;
- 40% have witnessed repeated violence between their mothers and adult males;
- 32% have mothers who have never been employed;
- 26% have been removed from their families and placed into foster care;
- 26% have moved three or more times in the two years prior to becoming homeless

(Homes for the Homeless, Inc., 1996).

Homeless children are...

- 9 times more likely to repeat a grade in school;
- 4 times as likely to drop out of school;
- 3 times more likely to be placed in a special education program;
- 2 times as likely to score lower on standardized tests

...than non-homeless children

(Homes for the Homeless, Inc., 1993).

A Homes for the Homeless study of homeless mothers in New York reported that

- 56% have had an abortion (More than half that number have had more than one);
- 30% had an abortion before age 16;
- 72% were teenage mothers;
- 75% received no financial support for their children from the fathers;
- all depended on public assistance.

(Homes for the Homeless, Inc., 1996).

A study of homeless mothers reported that while most of them were aware of birth control (75%), knew where to get it (73%), knew how to use it (68%), and knew it was important, (60%), less than half (39%) actually used birth control (Homes for the Homeless, Inc., 1996).

CHILD ABUSE and NEGLECT

In 1994, 3,140,000 suspected cases of child abuse were reported nationwide, with 1,036,000 confirmed cases and more than 1,200 deaths (Current Trends in Child Abuse Reporting and Fatalities, 1994).

Child abuse and neglect cases reported in 1995 in Nevada found:

- 4729 substantiated cases (confirmed through the investigation/assessment process), compared to 3,401 in 1985. Clark County reported 60% of these cases, Washoe County reported 22.5%;
- March and May were the highest reporting months, with December, and the summer months of June/July reported the lowest number of cases;
- Reporting sources included law enforcement (21.4%), school personnel (19.6%), friends/neighbors (12%), medical personnel (8.1%) and others;
- Perpetrator's relationship to victims included the natural parent (83.8%), stepparent (6%), boy/girl friend 4.2%, other relative (3.1%) and others;
- 70% of the perpetrators were between 21 and 40 years of age;
- Types of maltreatment included lack of supervision (23.1% of total incidents), physical neglect (17.3%), minor physical injury (12.8%), emotional abuse/neglect (5.1%), abandonment (3%), sex abuse/exploitation (2.96%), others;
- Family stress factors involved in reports included parents cannot cope (42.5% of total reports), insufficient income (23.2%), alcohol/drug dependency (21.7%), marital problems (15.4%), job related problem (13.8%), inadequate housing (12.3%), new baby/pregnancy (8.4%), social isolation (8%), others;
- Clark County had a significantly higher rate (18.5%) of cases in which children were placed into emergency shelter care than either Washoe County (11.6%) or other combined counties (7.8%);
- Clark County had a higher rate (66.8%) of cases in which casework counseling was provided than either Washoe County (61%) or other combined counties (51%);
- Victims by age included:

0-5 months	6.9%
6-11 months	3.7%
1-2 years	15.1%
3-5 years	21.9%
6-9 years	24.3%
10-13 years	17.4%
14-15 years	7.0%
16-17	3.7%

(Nevada Department of Human Resources, 1995-B).

A recent study of domestic violence found that one in five teenage mothers studied and one in six adult mothers studied were physically abused during pregnancy (Boodman, 1994).

INFANT AND CHILD HEALTH CARE

Nevada's 1993 birth rate was 15.94 per 1,000 live births. Infant vital statistics rates:

- Teenage (ages 15-19) birth rate: 68.87
- Inadequate prenatal care: 70.07
- Low birth weight rate: 78.72
- Infant mortality: 6.46

(Nevada Department of Human Resources, 1995).

The nation's and Nevada's infant mortality rate has continued to decline steadily while the numbers of premature and low birth-weight infants have increased (The Annie E. Casey Foundation, 1996).

Low birth-weight infants have a high probability of experiencing developmental problems. Nationally, 7.2% of all babies weighed less than 2500 grams (5.5 lb.) in 1993, compared to 6.8% in 1985, a 6% increase (The Annie E. Casey Foundation, 1996).

Factors influencing low birth weight babies include:

- maternal exposure to tobacco smoke;
- poor nutrition during pregnancy;
- sexually transmitted diseases;
- domestic violence.

(Nevada Department of Human Resources, 1995).

The infant mortality rate for children born into poor families (13.5 deaths per 1,000 live births) was more than 50% higher than that for children born into families with incomes above the poverty line (8.3 deaths per 1,000 live births) (The Annie E. Casey Foundation, 1996).

In 1994, 75.8% of pregnant Nevadans entered prenatal care in the first trimester of pregnancy. This increase, from 68% in 1991, has been steady and constant (Nevada Department of Human Resources, 1995).

Nevada ranked 46th nationally in the percent (69%) of 19- to 35-month-old children fully immunized, April-December, 1994 (Children's Defense Fund, 1996).

The National Immunization Survey (NIS) of vaccination coverage levels for children 19 to 35 months, from July 1994-June 1995, found Nevada ranked second from the bottom. Nevada reported 66% coverage compared to 75% coverage nationally for the 4:3:1 series and 64% compared to 73% nationally for coverage of the 4:3:1:3 series. (Department of Health and Human Services, 1996).

Immunization coverage of Nevada two year olds in 1994 was 69%, compared to 75% nationally (The Annie E. Casey Foundation, 1996).

Immunization assessments of two-year-olds in public clinics in Nevada for Fall, 1995 were mixed. Carson City had 53%, Clark had 51% and Washoe had 58% immunization rates while rural counties ranged from lows of 43% in Lincoln and 45% in Douglas and Humbolt to highs of 82% in Lyon and 89% in Pershing County (Nevada Department of Human Resources, 1996-A).

Immunization coverage reported from the Spring Audit, 1995, of Nevada two year olds was well below that reported for school age children and for those in child care facilities. Statewide, 97% of first grade students and 94% of younger children in child care facilities were immunized (4:3:1 series) (Nevada Department of Human Resources, 1996-A).

A Nevada survey of parents of children with special health care needs found:

- 24.9% indicated inability to pay for needed services;
- 17% indicated services were not available in their area locally;
- 'specialty physician care' and 'well child care' were the two services identified as needing to be increased.

(Nevada Department of Human Resources, 1995-A).

DENTAL HEALTH

In 1992, 49% of Nevada first graders (51% of sixth graders) had active caries (tooth decay) and 18% of first graders (12% of sixth graders) were in urgent need of dental care (Nevada Department of Human Resources, 1995).

In 1995, Clark County had one dentist for every 44,831 low-income residents. Clark County School District nurses identified 1,600 school-age children in need of significant dental services, who came from families with no resources to secure such services (Nevada Department of Human Resources, 1995).

Nevada youth who had not had dental sealant applied had a 50% higher rate of decay than those with sealant. In 1992, it appeared that only 20% of Nevada's children had dental sealant (Nevada Department of Human Resources, 1995).

MENTAL HEALTH AND SUICIDE

The 1995 Nevada Youth Risk Behavior Survey of high school students reported that almost 23% of the students had considered attempting suicide in the past 12 months. Almost 17% planned how to do it and 9% attempted suicide one or more times (Nevada Department of Education, 1995).

All Nevada school districts provide referral assistance and counseling support to families where suicide issues occur. However, the availability of services from community agencies are limited (Smaby and Downing, 1994).

Curriculum based suicide prevention programs used in many states have not demonstrated effectiveness. Crisis intervention plans and providing suicide education for schools, community, professionals, and parents have been more effective (Smaby and Downing, 1994).

NUTRITION AND DIET

Of 222,708 students enrolled in October, 1995, 72,034 (32.34%) qualified for free or reduced meals in Nevada public schools (Nevada Department of Education, 1996-C).

The Nevada School Lunch and Breakfast Programs cost \$39,146,319 to operate in the 1994-95 school year. Average prices charged were \$1.59 for lunch and \$0.80 for breakfast (Nevada Department of Education, 1996-C).

Of 42,145 school lunches served daily, 47.1% were paid by students, 9.5% were reduced in price and 43.4% were free. Of 3,747 school breakfasts served daily, 17.1% were paid by students, 7.8% were reduced in price and 75.1% were free (Nevada Department of Education, 1996-C).

The 1995 Nevada Youth Risk Behavior Survey of 2524 students in 57 high schools reported the following nutritional information:

- On the day prior to the survey, 60% of the students ate fruit, 35% ate a green salad and 46% ate cooked vegetables. All are increases over 1993 results;
- On the day prior to the survey, 46% of the students ate hamburgers, hot dogs, or sausage; 58% ate French fries or potato chips; and 62% ate cookies, doughnuts, pie or cake. All are significant increases over 1993 results. Males were much more likely than females to have eaten these foods;
- More than half of the students (56%) thought they were the right weight, 27% believed they were underweight and 17% felt they were overweight. Threetimes as many females (60%) as males (20%) were trying to lose weight;
- Exercising (52%) and dieting (29%) were far more common techniques for weight loss or maintenance than vomiting/taking laxatives and taking diet pills (5% each). Females were significantly more likely than males to use each of these four methods.

(Nevada Department of Education, 1995).

Nationally, nearly all public schools (99%) offer nutrition education, yet the intensity and quality is unknown. Nutrition education is concentrated in the health curriculum (84%), science classes (72%), and school health program (68%) (NCES, 1996-D).

Nationally, school nutrition education's focus is on increasing students' knowledge about what is meant by good nutrition, with less emphasis on influencing students' motivation, attitudes, and eating behaviors (NCES, 1996-D).

YOUTH INJURY AND MORTALITY

Every two hours in America today a child dies of a gunshot wound. (The Annie E. Casey Foundation, 1996).

Nationally, the Teen Violent Death Rate was 69 per 100,000 teens in 1993, an increase of 10% from 1985. Accidents (primarily automobile accidents) declined, homicides doubled and suicide rates stayed the same (The Annie E. Casey Foundation, 1996).

The leading causes of death nationally and for Nevada's youth ages 1-14 were accidents (33 in 1994), followed by motor vehicle accidents (26 in 1994) (Nevada Department of Human Resources, 1996).

The leading causes of death for Nevada's teens ages 15-17 from 1991-1995 were: motor vehicle accidents (78), suicide (47) and homicide (42). For ages 18-19 the causes were: motor vehicle accidents (84), homicide (53), and suicide (47) (Nevada Department of Human Resources, 1996).

In the 1995 Nevada Youth Risk Behavior Survey, students reported the following safe and unsafe practices related to injuries:

Nevada high school students safe practice rates that lead to less injury :

- Always wore a seat belt when riding in a car (32%);
- Always wore a helmet when riding a motorcycle (53% of riders);
Note: 67% did not ride a motorcycle in the past 12 months;
- In the past 30 days did not drive while drinking alcohol (86% of all respondents). Note: 17% have never had an alcoholic drink;
- In the past 30 days did not ride in a vehicle driven by someone who had been drinking alcohol (63%);
- Have never been in a physical fight (35%);

Nevada high school students unsafe practice rates that lead to more injury:

- Never or rarely wore a seat belt when riding in a car (19%);
 - Never wore a helmet while riding a bicycle in the past 12 months (66% of riders) Note: 27% did not ride a bicycle in the past 12 months;
 - Was in a physical fight in the past 12 months (41%);
 - Have carried a gun in the past 30 days (8%);
 - Have carried a weapon (gun, knife or club) in the past 30 days (22%);
 - Have carried a weapon on school property in the past 30 days (11%)
- (Nevada Department of Education, 1995).

The 1995 Nevada Youth Risk Behavior Survey reported that over 90% of Nevada high school students have not been threatened or injured with a weapon on school property in the past 12 months. However, 32% have had property such as their car, clothing, or books stolen or deliberately damaged on school property over the same period (Nevada Department of Education, 1995).

SUBSTANCE ABUSE

The 1995 Nevada Youth Risk Behavior Survey of high school students reported the following practices:

Tobacco use:

- 73% have tried smoking cigarettes (29% first smoked at age 12 or younger).
- 12% of all respondents smoked daily.
- The majority of smokers borrowed cigarettes or bought them at a store.
- Almost two-thirds of students buying cigarettes in a store during the past 30 days were not asked to show proof of age; 88% of these teens were under 18.
- 11% have used chewing tobacco or snuff in the past 30 days.

Alcohol use:

- 83% had at least one full drink of alcohol in their life (7% increase since 1993).
- 51% had at least one full drink of alcohol in the past 30 days.
- 33% had five or more drinks in a row in the past 30 days.
- 41% had their first full drink of alcohol before age 13 (10% increase since 1993).
- 7% drank alcohol on school property in the past month.

Marijuana use:

- 48% have used marijuana at least once in their life (33% increase since 1993).
- 28% have used marijuana in the past month (35% increase since 1993).
- 11% first tried marijuana before age 13.
- 9% have used marijuana on school property in the past month.

Cocaine use:

- 11.5% have used some form of cocaine at least once in their life (50% increase since 1993).
- 5% have used cocaine in the past month (25% increase since 1993).
- 2.5% reported cocaine use before age 13 (more than double since 1993).

Other Illegal Drug use:

- 20% have used some type of illegal drug other than cocaine or marijuana at least once in their life.
- 26% have sniffed glue or inhaled other substances to get high.
- 3.5% have used steroid pills or shots without a doctor's prescription.
- 35% were offered, sold or given illegal drugs on school property at least once in the past year (16% increase over 1993).

(Nevada Department of Education, 1995)

TEEN PREGNANCY

Nevada's pregnancy rate for teens aged 15-17 was 64.2 per 1,000 in 1993:

	<u>Pregnancy #</u>	<u>Preg. Rate</u>	<u>Birth Rate</u>	<u>Abortion Rate</u>	<u>Fetal Death Rate</u>
Clark	1001	63.7	49.8	13.4	0.5
Washoe	279	63.8	33.2	30.6	0.0
Rural	285	66.6	38.8	27.6	0.2

(Nevada Department of Human Resources, 1994).

In 1993, 76% of Nevada teen pregnancies resulted in live births. There were 1862 babies born to mothers aged 18-19, 1093 babies of 15-17 year olds and 64 babies of mothers 14 years or younger (Nevada Department of Human Resources, 1994).

Nevada's teen pregnancy rate for ages 15-19 in 1995 rose slightly to 96.7 per 1,000 after decreases since 1990. In 1990, Nevada ranked second in the nation with a teen pregnancy rate of 107.4 per 1,000 and ranked ninth with a teen birth rate of 73.3 per 1,000 (Nevada Department of Human Resources, 1994).

Nevada teens are more likely to get pregnant with an adult male (72%) than with a teen male (28%) (Nevada Department of Human Resources, 1996). Nationally, more than half of fathers of children born to females under age 18 were in their 20s. On the average, the father was 3.6 years older than the mother and one-fifth of the fathers were more than five years older than the mother (The Annie E. Casey Foundation).

Children born to teen mothers are ten times more likely to be living in poverty, more likely to drop out of school, to divorce or separate, to become dependent on welfare (The Annie E. Casey Foundation, 1996), to be abused or neglected and to become teenage parents themselves (Nevada State Attorney General's Office/Nevada State Health Division, 1996).

Teen mothers are more prone to higher medical costs and a higher incidence of infant death and low birth weight babies than older mothers. In Nevada, in 1992, low birth-weight babies accounted for 7.2% for all ages of mothers, 8.5% for 18-19 year old mothers and 9.1% of 15-17 year old mothers (Nevada Department of Human Resources, 1994).

Only 1.9% of the entire population of teen girls aged 15-17 are married (Nevada Department of Human Resources, 1994).

While pregnancy prevention is addressed in Nevada school curriculums, the vast majority of available services are for teens who are already pregnant (Nevada Department of Human Resources, 1994).

Baby Your Baby, an information and referral service for pregnant women to promote early entry into prenatal care is meeting some success in reaching Nevada teens in the first trimester of pregnancy. Overall, 62% of teens (45% age 17 and under) called the hotline for information and referral for prenatal care in the first trimester of pregnancy, only 8% called in the third trimester, as reported July 1, 1993 - November 30, 1994 (Nevada Department of Human Resources, 1994).

Student responses to a letter sent by the Nevada State Attorney General to Nevada high school students concerning their views on teen pregnancy included:

- ...one way we can cut back on teenage pregnancy is to have families and schools better educate and make aware of the do's and don'ts of sex and the problems they will face if precautions are not taken and feelings are not expressed.
- It is not the school's responsibility to make children sexually aware...
- Heighten public awareness through the media.
- ...have more commercials about "you're worth waiting for".
- Promote prevention over abstinence...
- If you make the decision to have sex, you are choosing to have consequences...
- Problems arise because of our 24-hour towns and casinos preventing parents from being home...Reno needs more entertainment for the under 21 group.
- The reason for high pregnancy is values. Today's teens don't have the right values. The people need to value not having sex...

(Nevada State Attorney General's Office/Nevada State Health Division, 1996).

The World Health Organization (WHO) reviewed 19 international studies evaluating sexual behavior of students exposed to comprehensive sexuality education. Findings revealed that program participants did not engage in earlier or increased sexual activity following abstinence-based education. Six studies indicated a delay in the onset of sexual activity or a decrease in overall sexual activity, while ten studies showed increased safer sex practices among youths engaging in sexual intercourse (Nevada State Attorney General's Office/Nevada State Health Division, 1996).

A 1993 Congressional study reported that only 41% of teen mothers graduated from high school by age 25 compared to 95% of those who delayed childbearing until at least age 20. About half of married and 75% of single adolescent mothers received AFDC benefits within four years after their first child's birth (Nevada State Attorney General's Office/Nevada State Health Division, 1996).

Research has identified four conditions that are associated with teenage childbearing. Teens most likely to have a child are those with the following background experiences:

- Are from economically disadvantaged families and communities;
- Are not doing well in school and have low aspirations for their own education;
- Are from dysfunctional families;
- Have substance abuse and behavioral problems

(The Annie E. Casey Foundation, 1996).

The 1995 Nevada Youth Risk Behavior Survey of high school students reported that

- 56% of the students have had sexual intercourse at least once in their life (3% less than in 1993); 10% reported that they had sexual intercourse for the first time before age 13 and 40% had sexual intercourse in the past three months;

- among students who have ever had sexual intercourse, 15% indicated that neither they nor their partners used any method of birth control the last time they had sexual intercourse (a 12% improvement since the 1993 survey); 8% of the students have been pregnant or have gotten someone pregnant (15% less than in 1993). (Nevada Department of Education, 1995).

JUVENILE DELINQUENCY

Nationally, about one-fifth (19.4%) of everyone arrested for a violent crime in 1994 was under age 18 (The Annie E. Casey Foundation, 1996).

Juvenile violent crime arrest rates in Nevada increased from 257 arrests per 100,000 in 1985 to 393 per 100,000 in 1993 for 10-17 year olds. The national average rate and increase was even higher at 305 per 100,000 in 1985 to 506 per 100,000 in 1993 (The Annie E. Casey Foundation, 1996).

The Nevada Youth Training Center, a 24 hour residential juvenile correctional facility in Elko for male youth 12 and 18 years reported the following for 1995-96:

- The capacity rate of 160 beds was consistently exceeded;
- Average daily population was 170 (171 in 1994-95);
- 602 boys were served (595 in 1994-95);
- Average length of stay was 7 months 22 days (7 mo. 14 days in 1994-95);
- Success rate was 91.1% (90.3% in 1994-95);
- The average age was 16.20 for both years;
- The cost per bed was \$84.33/day or \$30,783.00/year;
- The 1994-95 cost per bed of \$82.74/day was the lowest of Juvenile Institutions in ten western states;
- 34 high school diplomas were earned, 43 GED certificates and 236 vocational education certificates;
- There were 5 runaway incidents (2 in 1994-95);
- 98 employees offer 24 hour programs including a junior/senior high school academic and vocational program, counseling, interscholastic activities, work station training, fire crew training, community service and others;
- An individualized written program is provided for each youth addressing his "problem areas" and achievement level required for parole. Almost all reach their goals within 6-7 months

(Nevada Youth Training Center, 1996).

The Caliente Youth Center, a 24 hour residential juvenile correctional facility in Caliente, NV for male and female youth between 12 and 18 years, reported the following for 1994-95 and 1995-96:

- The average daily capacity rate of 140 beds was exceeded each year.
- The cost per bed, at \$85.96 (FY95) and \$85.35 (FY 96), was 22% lower than the average cost of Western Juvenile Institutions.
- Positive Peer Culture (PPC) groups of eight to eleven members learn strategies to achieve personal goals, improve responsible behavior and show accountability.
- A well rounded academic curriculum with electives and recreation program was provided, using multifaceted approaches to learning.
- Students performed 3413 hours of community service during FY 96.
- 67 persons were employed by the center during the biennium.
- Staff to student ratio varied from 1:11 to 1:22.
- Intensive group services were provided by the staff. A need for additional trained staff was reported, in order to provide specialized services for sexual offenders.

- The following statistics were reported:

	1994-95		1995-96	
	M	F	M	F
Average daily population	85.2	59.0	87.2	61.9
Clark County arrivals	96	51	80	52
Washoe County arrivals	26	18	29	32
Elko County arrivals	10	6	16	7
Average age at arrival	15.2	15.7	15.3	15.8
Average length of stay (months)	6.7	7.0	7.1	6.4
Success rate	79.7%	89.7%	79.6%	85.3%

(Caliente Youth Center, 1996).

**NATIONAL EDUCATION GOALS/
NEVADA EDUCATION GOALS**
**THE NATIONAL AND NEVADA'S EDUCATIONAL GOALS STATE THAT
BY THE YEAR 2000:**

GOAL 1:

All children in America will start school ready to learn.

Every Nevada child will start school ready to learn.

GOAL 2:

The high school graduation rate will increase to at least 90 percent.

The high school graduation rate in Nevada will increase to at least 90 percent.

GOAL 3:

American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Nevada students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, art, foreign language, civics and geography; and every school in Nevada will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

GOAL 4:

U.S. students will be first in the world in science and mathematics achievement.

Nevada students will be first in the world in science and mathematics achievement.

GOAL 5:

Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Every Nevada adult will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

GOAL 6:

Every school in America will be free of drugs and violence and will offer a safe, discipline environment conducive to learning.

Every school in Nevada will be free of drugs and violence and will offer a safe, discipline environment conducive to learning.

GOAL 7:

Every school site in Nevada will have a comprehensive health and physical education program for all children.

GOAL 8:

All Nevada school sites will be structured so as to encourage parental involvement in their children's education.

GOAL 9:

Nevada's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all Nevada students for the next century.

GOAL 10:

Nevada will create incentives to restructure secondary schools and link them to business and industry to provide world class student performance in occupational education for all Nevada students.

NEVADA'S NATIONAL RANKINGS

Selected statistical information found in this report include the following rankings:

NEVADA RANKS AT OR NEAR THE HIGHEST IN THE NATION:

- Student enrollment increase
- Percent of teens who are high school dropouts
- Percent of teens not attending school and not working
- Students enrolled per teacher in public elementary/secondary schools
- Percent of public school expenditures from local governments

NEVADA RANKS AT OR NEAR THE LOWEST IN THE NATION:

- Percent of public high school graduates who applied to college
- Public school expenditures per student
- Percent of public school expenditures from the state
- Percent of public school expenditures from the federal government
- Percent of children without health insurance
- Percent of 19- to 35-month-old children fully immunized
- Fair Market Rent vs. The Minimum Wage

GLOSSARY OF ACRONYMS AND DEFINITIONS

Average daily attendance (ADA): The aggregate membership of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days pupils are under the guidance and direction of teachers should be considered days in session.

Class size: The membership of a class at a given date.

Criterion-referenced Tests (CRT): Assessments which compare a student's performance against standards.

Elementary: Kindergarten through sixth grade students enrolled in public schools. (Some statistics define elementary as kindergarten through eighth grade.)

Full-Time Equivalent (FTE) Enrollment: Represents the effective number of full time students enrolled on a Nevada campus. For example, two students, each taking half of a full credit load would count as one FTE.

Expenditures per pupil: Charges incurred for a particular period of time divided by a student unit of measure, such as average daily attendance.

GED recipient: A person who has obtained certification of high school equivalency by meeting State requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation.

Graduate: An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Infant Mortality Rate: The number of children, per 1,000 live births, who die before their first birthday.

Inadequate prenatal care: If care begins in the third trimester or includes four or fewer visits for a pregnancy of 34 or more weeks.

Licensed personnel: Certificated school personnel rather than classified personnel. Includes certificated pupil and school service personnel, principals and assistant principals, directors and supervisory personnel, associates and assistant superintendents, superintendents, teachers (elementary, secondary, special education, occupational).

Local Education Agency (LEA): An education agency at the local level that exists primarily to operate public schools or to contract for public school services. (school district).

Low Birth-Weight Babies: Babies weighing less than 2500 grams (about 5.5 lb).

NCES: National Center for Education Statistics

NDE: Nevada Department of Education

NDHR: Nevada Department of Human Resources

NEA: National Education Association

Norm-referenced Tests (NRT): Assessments which compare a student's score against the scores of a norm group.

Special Education: Direct instructional activities or special learning experiences designed primarily for students identified as having exceptionalities in one or more aspects of the cognitive process or as being underachievers in relation to general level of their overall abilities. Such services are directed at students with the following conditions: (1) physically handicapped; (2) emotionally handicapped; (3) cultural differences, including compensatory education; (4) mentally retarded; and (5) students with learning disabilities. Programs for the mentally gifted and talented are also included in some special education programs.

Secondary: Seventh through twelfth grade students enrolled in public or private schools. (Some statistics define secondary as ninth or tenth through twelfth grades).

Student-Teacher Ratio: Student enrolled per teacher. Nevada ratios do not include teachers of art, music, physical education, special education, counselors, or librarians.

Teen Birth Rate: Births to girls under age 18.

Teen Violent Death Rate: Deaths from homicide, suicide, and accidents.

Vaccinations: 4:3:1 - Four doses of diphtheria and tetanus toxoids and pertussis vaccine/diphtheria and tetanus toxoids (DTP/DT), three doses of poliovirus vaccine, and one dose of measles-mumps-rubella (MMR) vaccine. 4:3:1:3 - Four doses of DTP/DT, three doses of poliovirus vaccine, one dose of MMR vaccine and three doses of *Haemophilus Influenzae* type B vaccine.

Vocational education: Organized education program, services, and activities which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career, requiring other than a baccalaureate or advanced degree.

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